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aspect of business practice from the work of the office boy to that of an industrial or commercial executive. In other words, accepting the dictum that business is a bad school of business, we must not fall into the false position of duplicating under educational auspices the minutely ramified vocational training devices suggested by the workaday world. Business itself can better train in these. We must do what business cannot do, or at least is not likely to do, for most of its workers—teach principles and relations. By clinging to these fundamentals, and by emphasizing methods of instruction and content of courses which will contribute to the developing of socially minded business men who have learned to reason closely as well as to generalize safely, we can make our schools, though strictly professional, as truly educational in their processes and results as the best of our educational institutions of any type. In a word, we must educate and train for vocational mobility, not for static vocation.

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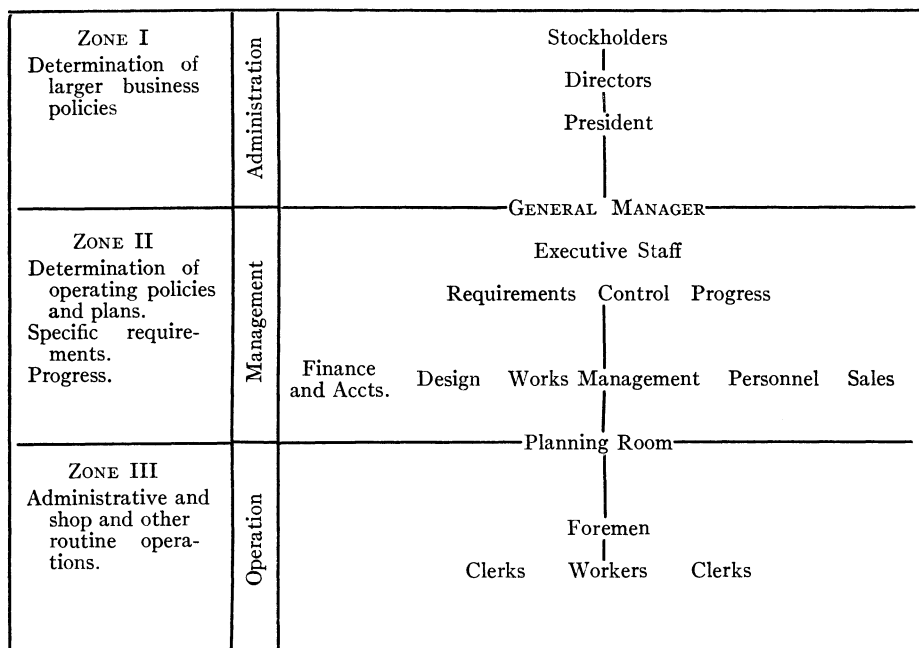
#### DISCUSSION BY H. S. PERSON

Dean Hotchkiss' paper is an admirable summary of principles which must guide us in determining the basic elements in the curricula of collegiate schools of business. I have a criticism of the paper, however, in that it does not get us very far. It approaches our problem from the point of view of general educational principles. Now this approach is sound and essential, but it is not sufficient and it is not new. It is an approach which must be made in a consideration of the basic elements of the curriculum of any professional school. The essential things in this paper could have been presented to a conference of schools of medicine or of law. In addition to the approach to such a problem from the point of view of general educational experience, an approach must be made also from the point of view of the professional characteristics demanded of graduates by the professional environment into which they must enter. That has not been done by this paper. I take it we have reached the point in our experience when an approach of that sort will be the new contribution. I should like to devote the little time at my disposal to suggestions which may help in that direction.

During the more than fifteen years of our efforts at the Tuck School we have been searching for the elements of a curriculum which are basic in the sense that they relate to elements in business which are universal in all business. We have come to believe that the differences between businesses which are ordinarily noted—that one manufactures or distributes shoes and another sugar; that one fashions or deals in tangible commodities and another offers services—are superficial from the educational point of view. Attention to these differences is essential but too much should not be made of them. A curriculum, the elements of which are determined by a consideration of these superficial differences, is likely to develop limitations in the graduate rather than give him professional freedom and power. Have you ever considered

the fact that it is an exceptional student who knows until the time of graduation what business he is going to enter, and that the businesses most students enter are determined largely by the opportunities presented at the last moment; also that five years after graduation the majority of graduates are no longer in the businesses they entered at graduation? These are significant facts. The inevitable conclusion is that the object of training for business should be the development in the individual of universal and transferable professional business ability. That alone will give him freedom and power and make him master of his career.

CHART I



If we can find the elements which are common to all business, we have made a start toward determining what the profession demands as the basic elements in our curricula. I shall take the liberty of suggesting diagrammatically a method of approach to the determination of the common elements. Let us draw on the board in skeleton form a typical functional organization chart (Chart I). It may apply in principle to a manufacturing plant, a department store, a railroad, a firm of lawyers, a hospital—any organization for purposive collective activity. Upon this skeleton organization chart we superimpose horizontal lines which divide the activities of the organization into broad

functional zones. These zones also hold for any business. Now we have a start, for we observe that every business demands in the large three kinds of professional skill: the ability to determine large governing policy (administrative or entrepreneur policy); the ability to determine operating policy and to control operations (management); the ability to carry out operating policy (routine operations). While the ambition of the individual is to become through education, training, and experience, a master successively in Zones I, II, and III, there is no presumption that the elements of our curricula should be determined by giving equal weight to the requirements of these zones. It seems to me that general education, experience, and the professional training of the school of business have respectively a definite relation to the development of skill in some one of these zones more than in another.

With Zone I (the zone of routine operations), in which the graduates of our schools begin their careers, I believe "experience" is most concerned. Speaking broadly, and not without some reservation (e.g., accounting, technique of foreign trade, etc.), I do not believe our schools should attempt to teach the routine of any particular business. The student will learn more routine in six weeks' experience than in two years of school practice; furthermore, he might go into a business to which the routine we should teach him would not apply. The student should have in college the experience of doing things, of following instructions, etc., but this need will be taken care of by such requirements in routine practice as accompany good instruction in any course, and particularly with the development of combination school and field work, as inaugurated by Dean Herman Schneider of the University of Cincinnati. My point is that the requirements of skill in Zone I do not bear strongly on the problem of basic elements in our curricula. Our objective is not trade or vocational skill but professional skill.

With Zone III, in which we hope everyone of our graduates may ultimately achieve a position, we are much concerned. But in that concern we may easily lose our sense of proportion. Just as Zone I may be called the field of manual or routine efficiency, so Zone III may be called the field of "ripe judgment, of wisdom in business affairs." Now ripe judgment does not come from formal training, although formal training may lay a foundation for its development. It comes rather as the cumulative effect of long experience. Furthermore, in laying a foundation through education for its development in experience, I doubt whether the curricula of our business schools are much more concerned than the curricula of the schools of the humanities. For the purpose of determining the basic elements in the curricula of schools of professional training for business, I should make the demands of service in this zone of secondary importance.

It is the requirements of professional skill in Zone II that I believe we should regard particularly. From consideration of the functional requirements of that zone we shall learn most to guide us in finding the basic elements of our curricula. We insist that every graduate must begin in Zone I and get

elementary experience; but we insist also that his success is not commensurate with the training he has enjoyed if he is not within a few years promoted to a managerial function of higher or lower degree. To help him win promotion is one of our objectives, and for that purpose he should be able to interpret his experience in Zone I with a grasp of the functions and problems of the next higher zone. Also it is one of our objectives to help him to success in the managerial field after he is promoted to it. Successful experience in the managerial field rather than anything we may do directly by way of educational influence will give him the ripe judgment which causes him to be called still higher into the responsibilities of administration. It seems to me that the logic of the analysis requires that the professional functions of Zone II, the managerial field, shall be recognized as bearing principally and directly on the problem of basic elements in our curricula.

My purpose has been simply to suggest a method of approach to a consideration of the question implied in the title of Dean Hotchkiss' paper, not to find the specific answer to the question. If I were to take time to follow along the line of this particular approach, and to consider "basic elements" in the narrow sense of "basic courses," I should be compelled to conclude that the heart of the curriculum of any collegiate school of business must consist of courses covering the following subjects: principles of organization and co-ordination of the principal industries in their national relations, and of an individual business with respect to its internal affairs; the principles of management and control, and an analysis of the standardized mechanisms for giving them expression; the nature and the problems of the major functional departments common to all business; accounting and statistics and other methods of research, record, and analysis.